APMG International™
Change Management

Candidates Guide to Examinable Text by Syllabus Code:
The Effective Change Manager's Handbook (ECMH)
Note : Chapters 3 and 13 are **NOT** examined; Syllabus Version February 2015 v2.0

v.2.4

Syllabus Topic: Change and the Individual (CI)

Chapter 1. A change management perspective

Sections	Page	Examinable Topics and Headings
B	**8**	**Change and the individual:**
B1.1	9	The impact of the 'change curve' – Stages of the curve (Kubler-Ross)
B1.2	11	Practical observations for leading and managing change
B2	12-16	**Starting with endings** - Endings, Neutral Zone and New beginnings (Bridges)
B3	**16**	**Why do people embrace or resist change – motivation**
B3.1-3.4	16-20	Maslow and the hierarchy of needs; Rewards and punishments; People are not the same as experimental animals; Satisfaction and growth (Herzberg and Pink) **(NOTES: ECMH 1B3.3 is not examined. See also ECMH 9A1.1-1.2 on 'learning theory')**
B3.6-3.7	22-23	Survival and learning anxieties (Schein, Lewin); Personal growth (Rogers)
B4.1	24	**Why people embrace or resist change – individual difference**: People of different 'types' (Myers-Briggs®/MBTI®)

Chapter 9. Education and learning support

Sections	Page	Examinable Topics and Headings
Intro	367	Introduction – A word about 'training' and 'learning'
A	**368**	**Learning theory and skills development (CI):**
A1.1	368-370	**The roots of learning theory** – Animal magic (Pavlov, Thorndyke, Skinner). **(NOTE: see also ECMH 1B3.2 on 'rewards and punishments')**
A3.1	374-377	**Learning and the individual learner** – The learning process and learning styles (Kolb, Honey and Mumford)
A4.1	378-380	**The learning process, performance and pressure** – The conscious competence learning model (Mehay) and the 'learning dip'.
B	**385**	**Identifying and meeting learning needs (CI):**
B3.3	392-394	**Training planning** – Who needs what? Defining what is to be learned **(NOTE: The extended example 'learning to drive a car' on page 393 is excluded from the examination, though the priciples derived from it are examinable.)**

Syllabus Topic: Change and the Organization (CO)

Chapter 1. A change management perspective

C	32	Change and the organization:
C1	32	How we think about organizations; Metaphors (Morgan). **NOTE: metaphors of organizations as cultures, psychic prisons, instruments of domination andf architecture are NOT examined.**
C2	36	Models of the change process:
C2.1-2.3	36-40	**Change and group processes**: Kurt Lewin's three-stage model; Planning and leading organizational change: Kotter's eight-step model; Nurturing and growing organizational change: a systems thinking model (Senge) **(NOTE: See also ECMH 11A6.1 on 'reinforcing systems')**
C4.2	45	Organizational structure (Kotter's 'dual operating system')
D	48	Key roles in organizational change:
D1	49	Lifecycle of successful change (roles in change)
D2	51	What makes a good sponsor?
D3	52-54	**What makes a good change agent?** - change managers and change agents ; change agents and line managers, change agents and sources of power; other issues for change agents
D5	57	The key role of line management
E	60	Organizational culture and change:
E1	60-63	**What we mean by organizational culture** - Towards a description of organizational culture (Trompenaars and Hampden-Turner); How culture develops and how to identify it (Schein); How culture is shaped Taylor); Culture and climate
E4	65	**Leadership and culture** (Schein)
F	67	Emergent change:
F1.2-1.3	67-69	**The roots of 'emergent change'** – Complex adaptive systems (Holland); Complex responsive processes (Stacey)
F2	70	**Change situations that require an emergent approach** (Kanter, Stein and Jick; Beer and Nohria)
F3	71	Defining and moving towards a 'future state'
F3.1	71-72	Describing and defining the future (four-step process)
F3.4	73	Providing leadership in emergent change (key guidelines)

Chapter 2. Defining change

Sections	Page	Examinable Topics and Headings (Syllabus Area)
B	89	Drivers of change (CO):
B1.2-B1.3	89-92	**The strategic context** – Cascading decisions and designs; implementing strategy through portfolios, programmes and projects
B2.2	93	**Change analysis** – Force-field analysis (Lewin)
C	97	Developing vision (CO):
C1.1	98-99	**Viewpoints and perspectives of change** – vision (definitions of 'vision' and 'mission')
C2.2	105	**Writing a vision statement**

Chapter 8. Project management: Change initiatives, projects and programmes

Sections	Page	Examinable Topics and Headings
A	330	Change within governance structures (CO):
A1.2	332-334	**Understanding the project environment** – Project methodologies: considerations for change management ('waterfall' and 'agile')
A3	337-341	**Identifying key roles and owners** – Project sponsor and project board; project stakeholders and influencers; change management governance; Understanding the business change landscape
C3.3	356-357	**Change management delivery** – Developing a change delivery plan

Syllabus Topic: Communications and Stakeholder Engagement (CS)

Chapter 4. Stakeholder strategy

Sections	Page	Examinable Topics and Headings (Syllabus Area)
Intro	173-175	**Introduction** – Leadership behaviours; Principles (CS)
A	**175**	**Identifying and segmenting stakeholders (CS):**
A1 Intro	175-176	**Introduction** (Definition of stakeholder)
A1	176-178	**Identifying stakeholders** – Identification workshops; Other identification methods
A2	178-180	**Segmenting stakeholders** (CPIG classification)
B	**182**	**Stakeholder mapping and strategy (CS):**
B9	191-195	Personas and empathy maps
B10	195	Stakeholder radar (VNGC)
B11	196	Mapping in two dimensions (2x2 matrix/grid)
C	**202**	**Managing relationships and mobilizing stakeholders (CS):**
C1	202-203	Influencing strategies (Rogers)
C2	203-204	Listening as a means of mobilization
C6	206	Lead with meaning and emotion
C9	206-207	Influencing through demonstration

Chapter 5. Communication and engagement

Sections	Page	Examinable Topics and Headings
A	**211**	**Theory of effective communicating:**
A2	213-215	**Cognitive biases - the human dimension in communication** (Four common biases - Table 5.1)
A3-A6	214-221	The need for feedback mechanisms; Interpersonal and mass communications; One-way versus two-way communication approaches; Role of communication to achieve engagement (AIDA model)
B	**221**	**Communicating change:**
B2.1-2.6	223-226	Maintaining a people-focused approach to communication (six factors)
B4.1-4.5	228-229	Improving communication effectiveness (5 best practice guidelines)
B5.1-5.3	230-233	**Encouraging engagement by appealing to hearts and minds** – Symbolic actions and symbolism; Use of metaphors; Use of narrative and storytelling
C	**234**	**Communication channels:**
C Intro	234	Introduction (Push-Pull channels)
C1	235-236	Lean and rich communication channels
C3.1-3.3	239-243	**Fostering collaboration** – Larger group gatherings (**NOTE: see ECMH10E5.1-5.2 page 450 for World Café and Open System Technology**); Smaller face-to-face interpersonal communication channels; Social media and community building channels (including strengths and weaknesses; best practice guidelines)
D	**243**	**Communication planning:**
D	243	Introduction
D1.1-1.7	245-248	**Developing a communication strategy for change** (7 steps to develop a strategy)
D2	248-251	**Developing a communication plan**

Chapter 10. Facilitation

Sections	Page	Examinable Topics and Headings
E	**441**	**Facilitation structures and techniques:**
E5	450-452	Approaches to larger workshops: World Café; Open Space Technology

Syllabus Topic: Change Management Practice (CP)

Chapter 6. Change impact

Sections	Page	Examinable Topics and Headings
Intro	258	Introduction (change management as a risk management strategy)
A	**259**	**Assessing the impact of change:**
A1.1-1.2	260-265	**Identifying change impacts** – categorizing change impacts ; Organizational impacts (McKinsey 7-S)
A1.4	268-274	Stakeholder impact assessment (5 stakeholder assessment steps)
A2.1-2.4	275-278	**Change severity assessment** – assessing the environment; assessing organizational change ability; assessing the history of change; assessing individual responses

Chapter 7. Change readiness, planning and measurement

Sections	Page	Examinable Topics and Headings
A	**291**	**Building individual motivation to change:**
A3.1	292-293	**Increasing motivation to change** – The change formula (Beckhard and Harris)
A4.1-4.3	294-299	**How to work with individuals in large changes** – Change agent networks (recruiting and developing the network); The use of middle managers; working with innovators, majority and laggards (Rogers – **NOTE: this is also covered by ECMH4C1 on page 202**)
B	**300**	**Building organizational readiness for change:**
B2.4	308-309	**Laying the foundations for successful change** – Building a change team
B3	310	**Developing a change management plan**
C	**311**	**Preparing for resistance:**
C1-2	311-313	The 'psychological contract'; Ten common causes of resistance and how to deal with it (Kanter)
C4-C7	316-319	Types of resistance and symptoms to look out for; Common considerations for building a strategy to manage resistance (Kotter and Scheslinger); Supporting managers and supervisors; Building and sustaining momentum

Chapter 11. Sustaining change

Sections	Page	Examinable Topics and Headings
A	**456**	**Sustaining change concepts:**
A3, A3.1	460-465	**Levers and leverage** – Types of levers (including Carrot, Stick and Burning bridges)
A3.2-3.4	466-472	Environmental levers (Lewin); Leadership levers (Schein, Larkin); Organizational Development (OD) levers
A4-A5	474-475	Levels of adoption (Kelman); Tipping point and critical mass (Gladwell, Meyer)
A6	476-478	**Reinforcing systems** – Vicious and virtuous cycles (**NOTE: see also ECMH 1C2.3 on Senge's 'systems thinking model'**)

Chapter 12. Personal and professional management

Sections	Page	Examinable Topics and Headings
B	**502**	**Building team effectiveness:**
B1	502-504	Stages of team development (Tuckman and Jensen – 5 stages)
B2	504-506	Developing an effective team (Glaser and Glaser – five elements)

Note: This Candidates' Guide is provided as a reading guide to *The Effective Change Manager's Handbook* . It is provided in good faith, but although we believe it to be correctly aligned with the February 2015 syllabus (v.2.0) it is the syllabus that should be consulted for precise definition of the examinable material.